**I Have, Who Has..? Multiplication Game**

**with Mrs. Huston’s Third Grade Class**

**Tennessee’s State Mathematics Standards | Grade 3**

Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8×? = 48, 5 = ?÷3, 6×6 = ?.

**Materials and Set Up**

* I Have.., Who Has..? Multiplication game
* Timer

To play I Have, Who Has? Multiplication game, you will need a set of I Have, Who Has..? Multiplication game cards and a timer. There should be enough cards to give each student at least one. Any extra cards can be given to high-level students for additional practice.

Students will stand at their desks at the beginning of the game. No rearrangements will be made and no groups will be formed.

**Introduction**

To introduce the game, I Have, Who Has..?, the teacher will discuss the directions of the game with the students. Give a brief demonstration using 2 or 3 of the cards to ensure the students understand how to play.

The teacher will discuss the rules of conduct for the game with the class.

The teacher will have students stand at their desks in order to give students an opportunity to get out of their seat. This will help keep students engaged.

**Rules & Directions**

Directions for I Have, Who Has..? Multiplication game:

1. Distribute one card to each student. Distribute any extras to high-level students in the beginning and to random students as the class becomes more familiar with the deck.
2. While distributing the cards, encourage students to begin thinking about what the question for their card might be so that they are prepared to answer.
3. When all cards have been distributed, the teacher will start the timer and the student with the starter card will begin the game.
4. The beginning student will read their card (example: “I have the first card. Who has the product of 8 x 4?”) The student with the card that reads, “I have 32. Who has the product of…”, will read their card aloud.
5. Game play continues until it reaches the student with the “end card”.
6. When the game is over, the teacher will stop the timer. Record the class time on the board so that students try each game to beat their current best time. This practice encourages students to stay attentive and prompts students to practice basic facts so that the class time improves.
7. Play the game again if time permits so the class has an opportunity to beat their current best time.

Rules of conduct during game play:

1. Students are not to call out the answers to cards unless they have the answer to that card in their hand. In the event that this happens, 5 seconds will be added to the class time. If the game is not timed, the student calling out the answers will be given a warning. If the behavior does not stop, that student will have to sit out and will not be allowed to play. If more than one student is behaving this way or if the behavior becomes out of control, the game will be over and the class will return to their seats.
2. Students are not to make negative comments towards others who may not respond quickly or who need extra time to think. In the event that this happens, there will be one warning to the entire class and 5 seconds will be added to the class time. Any additional outbursts will result in the game being over and the students will return to their seats.
3. Students will adhere to an acceptable noise level while playing. If the students become too loud, the teacher will call out, “Scooby Dooby Doo” to regain the students’ attention. The students will collectively respond, “Where are you?” If the students cannot maintain an acceptable noise level, the game will be over and the students will return to their seats.
4. Students are not to move around the class during game play. If students have difficultly staying at their desk, they will be required to sit.

**Conclusion**

After the game, one student will be selected to collect the game cards and return them to the storage container.

All other students will be instructed to return to their seat.

While the game cards are being collected, ask the students which problems were the most difficult for them to answer. Write their answers on the board. Encourage students to spend time reviewing those specific multiplication facts before the next game.

**Reflection After implementing your game, write a thorough and honest reflection.**

**What went well?**

This activity went very well! The students were very excited when they were told they would be playing a game. Some had heard of the game before but they had never played it with multiplication.

Students were very eager to begin and many wanted an extra playing card. The students caught on very quickly and really seemed to think about their multiplication problem. I allowed them to use their multiplication charts for reference after I gave them time to think of some answer possibilities. With this concession, many students seemed to demonstrate a higher level of confidence throughout the game.

The noise level remained acceptable throughout gameplay. There were no instances where students made inappropriate remarks to their peers; likewise, there were no outbursts of answers at inappropriate times.

We played two rounds of this game. During the second round, the students seemed to really try to beat their previous time/score. It was fun for me to see them be so engaged. This is definitely a feature for this game that I would use on a regular basis. I think this would be a fun review for students and, as a class, they could try to beat their time periodically/weekly. Also, by incorporating different sets of cards with different levels of difficulty, this is something that could easily be built upon while keeping the class timing competition going.

**What would you change next time?**

The only thing that I would change is the durability of the cards. The cards were fairly thin and many students were bending them. In order to make them last longer, I would print them on cardstock and laminate them.

I do wish I had the opportunity to play this game with them again to see (and to let them see!) how much they improve over a week’s time. Some students in this group seemed to really be struggling with their multiplication facts and I think activities like this would help them with their study habits.